

O'QITUVCHI – MILLAT KELAJAGINING YARATUVCHISI

THE STATUS AND ROLE OF TEACHING METHODOLOGY IN PREPARING PHILOLOGY TEACHERS

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Abstract. This article examines the scientific status, functional characteristics, and strategic role of teaching methodology in the preparation of future philology teachers. It traces the discipline's integrative links with philology, pedagogy, and psychology, and its function as a bridge between theory and practice. It then shows why methodology is central to developing professional competencies, reflective thinking, and pedagogical identity. We argue that teaching methodology is an essential scientific and practical foundation for preparing philologist-pedagogues.

Keywords: teaching methodology, philology, competence, integration, pedagogy, reflection, professionalism, education.

FILOLOG O'QITUVCHILARNI TAYYORLASHDA O'QITISH METODIKASINING MAQOMI VA ROLI

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Annotatsiya. Ushbu maqolada kelajakdagi filologiya o'qituvchilarini tayyorlashda o'qitish metodologiyasining ilmiy holati, funktsional xususiyatlari va strategik roli ko'rib chiqiladi. Unda fanning filologiya, pedagogika va psixologiya bilan integrativ aloqalari va uning nazariya va amaliyot o'rtasidagi ko'prik vazifasi ko'rib chiqiladi. Keyin metodologiya nima uchun professional kompetensiyalar, refleksiv fikrlash va pedagogik o'ziga xoslikni rivojlantirishda markaziy o'rin tutishi ko'rsatiladi. Biz o'qitish metodologiyasi filolog-pedagoglarni tayyorlash uchun muhim ilmiy va amaliy asos ekanligini ta'kidlaymiz.

Kalit so'zlar: o'qitish metodologiyasi, filologiya, kompetensiya, integratsiya, pedagogika, refleks, professionallik, ta'lim.

СТАТУС И РОЛЬ МЕТОДИКИ ПРЕПОДАВАНИЯ В ПОДГОТОВКЕ ПРЕПОДАВАТЕЛЕЙ ФИЛОЛОГОВ

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***Аннотация.** В данной статье рассматривается научный статус, функциональные характеристики и стратегическая роль методики преподавания в подготовке будущих преподавателей филологии. Прослеживаются интегративные связи дисциплины с филологией, педагогикой и психологией, а также ее функция как моста между теорией и практикой. Затем показано, почему методика имеет центральное значение для развития профессиональных компетенций, рефлексивного мышления и педагогической идентичности. Мы утверждаем, что методика преподавания является важной научно-практической основой для подготовки филологов-педагогов.*

***Ключевые слова:** методика преподавания, филология, компетентность, интеграция, педагогика, рефлексия, профессионализм, образование.*

Introduction. Educational reform is changing what we expect of teachers – not only how much they know, but what their role is. Teachers in the humanities, and future teachers of language and literature in particular, are now expected to do more than transmit ready-made information. They must develop learners' capacity for independent thought, support their growth, and help them make sense of both national and universal values. The competency-based model of modern education calls for a teacher who is not merely a deliverer of lessons but a professional able to plan, coordinate, and analyze the whole learning process.

As the literary scholar Ibrohim Haqqul observed, literature is not a collection of dry facts but a many-sided cultural phenomenon that enriches a person's aesthetic taste, moral sense, and inner life [Haqqul, 2019, 95]. A teacher of literature therefore cannot reduce the lesson to a report of scholarly information. The teacher has to rework the literary text on pedagogical principles, adapt it to the level of young learners, interpret it, and teach them to reason for themselves. This work succeeds not through philological knowledge alone but through sound methodological preparation.

Research in pedagogy shows that the image of the teacher has shifted from the "knowledgeable specialist" to the "competent pedagogue." Methodological mastery is central to that shift, because methodology is the discipline that turns theoretical concepts into instruments of real teaching. Clarifying its place in the preparation of philologist-pedagogues therefore matters on both theoretical and practical grounds.

Scientific and theoretical issues and competency-based integration

Academic potential holds a particular place within the structure of competencies. It shows in the ability to apply fundamental scholarly knowledge to practical problems, to analyze comparatively and systemically, to reflect on one's own inquiry, to investigate independently and propose new or creative solutions, and to combine a culture of speech with a steady drive toward self-development [Shamyakina, 2019, 5].

The foundations of philological education are usually taken to include the history of literature, its theoretical system, and the skills for working with texts. Yet experience shows that even a highly competent scholar cannot achieve much in the classroom without methodological tools. Knowing a field is one thing; helping others make that knowledge their own is quite another. A teacher must fit lesson content to the age of the learners, organize it didactically, choose appropriate strategies, and measure the results. This calls for a specific professional mastery, since "the basis of a teacher's professional formation consists of motivational qualities, intellectual potential, practical skills, volitional and emotional qualities, and self-regulatory capacities" [Kholbozorova, 2023, 101]. Philological knowledge is thus a foundation, but not a sufficient one. It becomes educationally effective only when joined with methodological competence. This is precisely what methodology exists to do: to turn scholarly ideas into ways of teaching.

Within teacher education, methodology is the structure that secures interdisciplinary integration, bringing the achievements of philology, pedagogy, and psychology together in a single professional model. Through it the future specialist learns to:

- set the strategic goals of a course;
- choose the most suitable learning materials;
- work out the instructional tactics of a lesson;
- analyze the final outcomes.

Methodology translates theory into practice and, in turn, opens practical results to scientific analysis. It is therefore a core element of any system for training specialists. Three factors confirm its leading role: the new demands on teachers, the limits of subject knowledge taken alone, and the priority now given to the competency-based approach. Together they make methodology a subject worth studying in its own right – which calls, first, for a closer look at its scientific-pedagogical foundations and theoretical status.

The scientific status of teaching methodology and its object and subject

Among the pedagogical sciences, methodology studies how general didactic laws apply to a particular subject. Where pedagogy sets out the general principles of education, methodology shows how those principles work in a specific lesson. It should be seen, then, not as a practical guide but as a scientific theory in its own right. As Academician I. P. Pavlov put it, "Method is the first and most fundamental thing. The entire seriousness of research depends on the method, that is, on the mode of action. Everything depends on a good method. With a good method, even a person who is not especially talented can accomplish a great deal. With a poor method, even a genius will work in vain and will not obtain valuable, accurate data" [Obraztsov, 2016, 41].

Methodology has a dual nature that must be kept in view. As a theoretical system it works out the regularities and models of teaching; as a practical system it designs the technologies of teaching. It is, in other words, an integrative field that sits at the intersection of theory and practice.

Figure 1 sets out this position. Methodology takes content from philology, aims and principles from pedagogy, and an account of the learner from psychology; it turns them into a working lesson, and reflection on that lesson feeds back to refine the method itself.

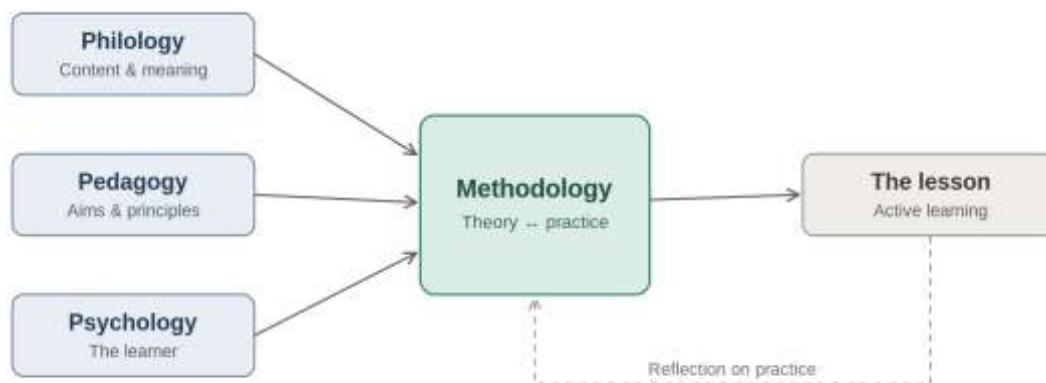


Figure 1. Teaching methodology as an integrative bridge between theory and practice.

In philological education this autonomy is especially clear. A literature lesson is not only a way of transmitting information; it also develops emotional thinking and shapes aesthetic perception. General didactic rules alone cannot capture such subtle processes. The methodology of teaching literature is therefore treated in higher education as an independent body of knowledge with its own regularities. It stands at the meeting point of literary studies and pedagogy, yet neither discipline can decide on its own exactly what should be taught in literature, and how. Methodology

combines what both offer. As Professor Qunduzxon Husanboyeva notes, "However, these two disciplines (literary studies and pedagogy; clarification ours – M. S.) cannot resolve the issue of what and how literature should be taught in the process of continuous education. The science of literature-teaching methodology embodies the features of both disciplines" [Husanboyeva, 2023, 9].

What makes a discipline scientific is, above all, a clear object and subject. The object of methodology is the educational process within a particular lesson -- in the philological case, the practice of teaching literature. Its subject is the set of methods by which that process is organized effectively. As V. V. Golubkov writes in *The Methodology of Teaching Literature*, "all methodologies, regardless of the subject to which they relate, are similar in that they examine principles, materials, and teacher methods in a certain sequence and answer three main questions: why, what, and how" [Golubkov, 1962, 7]. In a literature lesson these questions grow more complex, because a literary text has no single correct answer. Methodology therefore teaches the means by which a learner stops being a consumer of ready-made ideas and becomes someone who builds an interpretation of their own.

The central task of methodology is to rework a literary work didactically for the age and development of the learner. A text is not explained head-on; it is opened up through dialogue and problem-based questions, with the teacher acting as a mediator. Methodology and didactics are closely linked but not the same: didactics studies general categories, while methodology adapts them to a concrete subject. The didactic principle of problem-based learning, for instance, becomes in a literature lesson a technique for analyzing a work through problem questions.

The tie between philology and methodology runs deeper still. Philology settles the content of the text; methodology builds the path along which that content reaches the learner. Without methodology, philology gains no educational value; without philology, methodology is technique with nothing to convey. Their unity is the main guarantee of an effective lesson.

Psychology, too, underpins methodology. Methodological conclusions have to match the physiological and psychological characteristics of students, so methodology draws on general psychology and developmental pedagogy. As the textbook *The Methodology of Teaching Uzbek Literature* states, "the conclusions and recommendations produced by the methodology of teaching literature must correspond to the maximum extent to the physiological and psychological characteristics of learners. For this reason, the science of methodology can function effectively only when it relies on the latest achievements of disciplines such as general psychology and developmental pedagogy" [Yoldosh, 2022, 9]. If the learner's personality and motivation are ignored, even the most refined method will fail. Because the perception of a literary text is bound up with emotional and imaginative thinking, methodology leans especially on psychological regularities. It is a system for saving time, distributing effort sensibly, identifying what matters, organizing group work, and reaching individual students.

Four features, then, make methodology a science in its own right: it has its own object and subject; it links theory with practice; it forms at the intersection of pedagogy, psychology, and philology; and it produces a technological model of teaching. Together they establish methodology as the scientific foundation for preparing philologist-pedagogues.

The Roles of Teaching Methodology and Its System of Questions

In preparing philologist-pedagogues, methodology is not just a course that conveys knowledge; it is the mechanism that forms professional activity. Its task is to turn knowledge into action, for teaching is judged not by what the teacher knows but by the teacher's ability to bring that knowledge to life in others' minds. Methodology is the link that carries knowledge over into competence. People create knowledge, but knowledge also governs people: however deep one's scholarly preparation, it is not by itself enough for a lesson. A philologist may analyze a text

expertly, yet conveying it to learners is a different kind of intellectual work – and that is the work methodology models.

Scholars frame the practical tasks of teaching through the questions “Why?”, “What?”, and “How?”; for Professor Q. Yoldoshev, “how” matters more than “what” [Yoldoshev, 2023, 119]. Methodology, on our reading, teaches the teacher to answer a connected set of questions:

1. What should the learner study?
2. By what path will the learner master it?
3. How will the learner use that knowledge in life?

These questions are answered across three stages: didactic reworking, organization, and reflective assessment. The teacher first analyzes the work philologically, then adapts it to how the learner thinks. Knowledge then forms not as ready-made information but as personal experience. A literary work is not simply taught; it is discovered together, as the learner works through the text in question and answer, discussion, debate, and interpretation. Methodology, in short, teaches the management of learning, and it belongs at the center of both higher education and continuing professional development.

Professional Competencies and Reflective Thinking

A second strategic function of methodology is to develop professional competencies. The competence of a modern teacher rests on three main areas, shown in Table 1.

Table 1. The three competencies of the modern teacher and their sources.

Competence	What it covers	Where it is formed
Subject	Philological preparation (knowledge of texts and their meaning)	Philology
Pedagogical	The technology of instruction (planning, problem design, assessment)	Methodology
Communicative	A culture of interaction (dialogue-based teaching)	Methodology

Philology develops only the first of these; methodology lays the ground for the other two. Through methodology, the teacher learns to plan lessons, design problems, and assess learning. Because a literature lesson runs on dialogue, the teacher also becomes a communicator, drawing the learner into reflection and shaping the lesson step by step, from motivation through comprehension and interpretation to generalization. Competence shows itself in real classroom situations only when the teacher can choose strategies to fit the moment.

Methodology also works to form reflective thinking. Dewey treated reflection as part of critical thinking [Dewey, 1993, 56], and Kolb argued that reflective learning drives the continuous development of education [Kolb, 2014, 97]. Reflection happens when, after each lesson, the teacher asks what was achieved and why something fell short. Directed at self-understanding, it lets the teacher judge:

- how the material was received;
- how well the chosen method worked;
- what to change in the next lesson.

The criteria methodology supplies give this self-examination a scientific character. Methodology also develops creative pedagogical thinking: rather than handing the teacher ready-made algorithms, it points toward invention. A creative teacher awakens thought with questions, allows for several interpretations, and brings the learner into dialogue with the text – designing a lesson rather than merely scripting it. The role of methodology thus unfolds as a sequence: from

knowledge to activity, from activity to competence, from competence to reflection, and from reflection to creativity (Figure 2). This is what makes the discipline both integrative and system-forming.



Figure 2. The developmental sequence formed through methodology, from knowledge to creativity.

The sequence is not a dead end: reflection and creativity feed back into fresh knowledge, so the cycle renews itself with every lesson and sustains the teacher's professional growth.

Integrative Nature and Professional Identification

The discussion so far shows that methodology does not stay within a single discipline: it synthesizes philology, pedagogy, and psychology into one model. It converts theoretical knowledge into a working lesson system, which means treating teaching as a process bound up with personal growth and values. Methodology is the bridge between theory and practice (see Figure 1). Philology studies content and pedagogy supplies general regularities, but the two do not combine on their own. Methodology carries philological content into practice – that is, it:

- adapts scholarly interpretation to the learner's level;
- turns theory into learning activity;
- folds textual analysis into the student's experience.

In the classroom the teacher is not a lecturer but a moderator who opens the work through dialogue. Philology gives the content, pedagogy the aim, methodology the mechanism. Educational psychology adds a further requirement: the learner's age and motivation must be taken into account. Methodology applies this in choosing age-appropriate content, shaping questions to the stages of perception, and leading learners toward their own interpretation. Younger learners, for example, grasp an image through events; older ones grasp it through ideas. By uniting didactics (general principles), psychology (the learner), and philology (content), methodology takes a central role; without it, knowledge stays fragmented and inert. It organizes the lesson not as a string of isolated actions but as one system running from motivation to reflection. Here the integrative character of the discipline is plain to see.

Methodology also matters greatly for the future teacher's professional self-identification. At first a student may see only a philologist who studies texts; through methodology that student becomes a philologist-pedagogue. Philological preparation asks "What does the work mean?"; the pedagogical view asks "How does the learner perceive it?" With that shift, the student comes to see that knowledge is not simply handed over ready-made and that the teacher is not an explainer but a collaborator. The question "Why do I teach?" gives rise to pedagogical responsibility. A teacher of literature should feel the place of this work in the nation's cultural life and cultivate creativity. As Q. Yoldoshev observes, the literature lesson depends heavily on the teacher's personality, and a learner's love for the subject begins with affection for the teacher [Yoldoshev, 1996, 36].

This identity takes hold through lesson planning, microteaching, and situational analysis – through hands-on experience, in other words. The student moves from reproducing a model to building one independently, and gradually develops a personal style. As the manual by N. Muslimov and colleagues notes, pedagogical communication runs in four directions (teacher to

student, teacher to group, and so on) [Muslimov, 2015, 40]; methodology turns the teacher from a classroom controller into an organizer of that communication. Professional identification is made of exactly this chain of experiences.

Strategic Significance and the Quality of Education

Today the quality of teacher preparation is measured by methodological potential. V. A. Kan-Kalik and V. I. Khazan divided literary-educational work into four kinds of task – artistic-research, artistic-constructive, artistic-organizational, and artistic-communicative [Kan-Kalik, 1988, 62–131]. As V. Qodirov stresses, a teacher who does not grasp these tasks runs the lesson by chance rather than by design. Professional effectiveness depends not on the amount of knowledge but on how it is organized in the classroom, and methodology is the strategic center of that organization.

Teaching has three parts – content, activity, and outcome – and methodology is the core that connects them. Without it, content becomes unsystematic information and the outcome a matter of chance; with it, the learner becomes an active participant. Quality is the degree to which the learner can think independently. In a literature lesson, memorization is not the point; interpreting the text and voicing a personal response come first. Where methodology is weak, knowledge is soon forgotten. The quality of education thus rests largely on how it is taught.

Innovation asks the teacher to direct effort toward a goal and to master organization. Interactive methods and problem-based learning do not work on their own; the criteria for choosing them to fit a lesson's aim are themselves learned from methodology. Methodological thinking lets a teacher keep renewing their practice and growing professionally. Methodology is therefore not just an individual skill but a strategic factor in the long-term effectiveness of the whole educational system.

General Conclusion. This article has argued that methodology occupies a many-sided and fundamental place in the preparation of philologist-pedagogues. It is not merely another course but a scientific and practical foundation that governs the inner workings of the educational process. Until philological knowledge is built into a methodological system, it gains no real educational value; methodology is what performs that transformation. The teacher today is seen not as a source of information but as an organizer of learning, and that calls for the ability to design and manage lessons. Teaching methodology forms exactly these qualities, moving the teacher from reproductive work toward constructive and creative practice.

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